

#1. Undergraduate Program Assessment Plan: Student Outcomes

To be completed by Departments and submitted by the Department Chair to the BlackBoard Assessment Site.

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------|
| Department/Program/Unit: History, Geography, Criminal Justice | | Date: 9/30/16 |
| Related: University Goal/Outcome(more than one may be selected): Communication | | Select Select Select |
| Members involved with development of Program Assessment Plan: Joel Helmer, Matthew Phillips, Tim Huntington, John Hink, and Tobin Beck. | | |
| Departmental/Program/Unit Student Outcome: <i>What student outcome from the departmental matrix will be assessed? (It is suggested that you cut and paste directly from the matrix. Outcomes should represent the absolute priorities for learning- students must be able to do [this] when they finish our program).</i> State as follows: Students should be able to [action verb] [something]. -----The student outcome to be assessed is: Students will be able to craft a paper which clearly states and supports a thesis, is appropriately structured, and uses correct grammar and proper citations. | | |
| Background: <i>What factors caused you to choose this particular assessment outcome? If you chose this outcome because of a perceived problem, please explain.</i> We assessed writing last year focusing on three questions: 1. Can students clearly articulate a thesis? 2. Can students write a paper that is professionally structured with a clear introduction, body, and conclusion, individual paragraphs with topic sentences and supporting sentences, and nearly free of grammatical and spelling errors? 3. Can students correctly cite sources using the assigned format? After analyzing last years results and discussing as a department we want to more narrowly focus on articulating and analyzing a thesis. Oftentimes students properly structure a paper, write fairly well, and cite sources correctly but struggle in clearly stating and supporting a thesis. | | |
| Question: <i>What specific question(s) are you attempting to answer through assessing this student outcome? (What are you trying to find out? There may be more than one question, but no more than three.)</i> Can students analyze information relating to a specific topic/thesis? | | |
| Methodology: 1. OBJECT* - <i>What data (i.e. artifact, exam score, detailed description of assignment) will be collected?</i> Research papers will be collected from PS 211: Global Issues and Hist 434: Crusades a. <i>How does this data address the assessment question?</i> The expectation for these papers is for students to clearly state and support a thesis. i. <i>Include/attach a description/example of assessment tool to be used.</i> 2. <i>How will data be collected?</i> Papers will be collected during spring 2017 and assessed using a rubric. | | |
| Analysis of Artifacts: PERFORMANCE CRITERIA* - Discuss: 1) <i>How the artifacts will be analyzed (attach rubrics/scoring tools if used):</i> Papers will be analyzed using the attached rubric. 2) <i>How you will know if it is good (i.e. score required by % of students):</i> Our goal is to have 80% of the students at the "Excellent" level for each category on the rubric. | | |
| Submitted by: Joel Helmer Date: 9/30/16 | | |
| Reviewed by the Assessment Committee (Date): 10/14/16 | | |
| Department Chair notified of approval or additional action needed: 11/1/16 - Revisions made. Plan approved. 10/14/16 Matrix 1. The artifacts (including those for gen ed) need to be marked with an A16 for the current year. Artifacts collected last year should stay marked A15 - making the matrix an historical document. Departmental Plan 1. The question being asked "Can students analyze information relating to a specific topic/thesis?" does not directly follow from the student outcome to be assessed "Students will be able to craft a paper that includes a clear thesis appropriate structure, correct grammar, and proper citations" It is suggested that you add to the "student outcome to be assessed", a phrase that addresses the statement "clearly stating and supporting a theses" used in the Background section or the statement "analyzing information relating to the topic/thesis" in the Question section. | | |